Week 1a

**Content**-   
Paragraph= use of related sentences that discuss a main idea   
 Use= 1. Stand alone- i.e. answer to test question   
 2. Part of essay or book  
 Other rules=   
 1. Indent the first line [5 spaces]   
 2. Topic sentence (including controlling idea/s)   
 3. Supporting sentences   
 4. Conclusion (optional)   
  
**Classroom Activities**   
 Introduce myself   
 - Follow up questions:   
 Model paragraphs- still need to find one  
 - use one from *TOEFL speaking* – second from *What I Wish I knew When I was Twenty*   
 - Elicit important information about paragraphs  
 Partner paragraphs-  
 - Think of 3 unique questions you’d like to ask you partner  
 - Look at pictures on cell phone- think of two more questions   
 - Ask follow up questions   
 - Write a paragraph about your partner.   
 p. 7& 8 Practice 1-A Recognizing topic sentences  
 p. 9 Practice 2- Parts of topic sentence  
 p.12- Red-Light Running Paragraphs (support vs. not support- what questions does support answer?)

Week 1b-

**Content**-  
 Unity= paragraph discusses same one main idea from beginning to end   
 +supporting sentences directly relate to topic sentence- (Only discusses that idea)   
 Coherence= “hold together” > logical and smooth movement between sentences.   
 1. Repeat key nouns 3. Use transition signals to link ideas  
 2. Use consistent pronouns 4. Arrange ideas in logical order   
  
**Classroom Activities-**   
 p. 20-21 C. Divide paragraphs and eliminate unrelated sentences. [Unity]   
 p. 23 A. Replace pronouns with key nouns   
 p. 25 Practice 4- Using Consistent Pronouns  
 p. 30-31 Practice 7: A-C Transitions   
 p. p. 34-35 Practice 10- Logical Order   
 \* Analyze the article you chose-   
“If you want to become a good writer, read, read, read. . . .Read everything—trash, classics, good and bad, and see how they do it. . . .Then write.” William Faulkner [Brain Friendly Writing p. 53]   
 \*Introduce : Extra Credit Project- Read 10 articles [at least 3 paragraphs of article]   
 \*10 New/unfamiliar vocabulary words  
 \*2 new/unfamiliar \*grammar \*pattern \*transition \*etc. [something involving choice and more than one word]  
 \*One paragraph summary of article  
 \*One paragraph response to article [surprise/ scared/ excited/ doubted/ agreed/ disagreed/ angered/ etc.]   
 \*Post on your wikispaces.com page- include link or document of articles

**Homework**= Chat with friend- Copy and paste chat to MS Word- Post on homework page

Week 2a

**Content**-   
 Grammar of indirect quotes  
 Purpose of indirect quotes   
  
**Class Activities**-   
 \*p.47 Model   
 \*p. 48 chart  
 \*Convert chat   
 \*Uses of In Quote  
 \*(p.49 Prac3)- If extra time remains

**Homework**= Find 5 indirect quotations in an article/articles. Pay attention to the structure and purpose of the indirect   
 quote.

Week 2b

**Content-** Facts vs. Opinions (not helpful)   
 Outside sources – Citing   
 Plagiarism- using outside source without acknowledging the source  
 Quotation marks \*Cite source  
 Reporting Verbs & Direct Quotations